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A GUIDE TO THE ADVANCED PLACEMENT PROGRAM 1961-62

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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What is Advanced Placement?

The United States commissioner of education, Sterling M. McMurrin, has said, "Advanced Placement is an attempt to gear education to the capacity of the individual student." The Program does three things: it encourages schools to establish college-level courses for their best students, it provides course descriptions and examinations based on these courses, and it urges colleges properly to place and credit the successful candidates.

The Advanced Placement idea is based on the assumption that some twelfth grade students and teachers can do college freshman work, and that achievement, no matter where or when it occurs, should be recognized and rewarded. The proper execution of this plan for able and ambitious students tends to eliminate waste of time and duplication of effort; it encourages schools and colleges to work together and stimulates students and teachers to higher achievement.

An important implication of Advanced Placement was pointed out by Dr. James B. Conant, who wrote: "This program should be adopted not only because of the benefits which accrue to

the students involved, but because it may well have a good influence on students of somewhat less ability by raising the tone of the whole academic program."

Who operates the program?

The Advanced Placement Program is in its seventh year as a project of the College Entrance Examination Board. The Program operates through the Director, who works with a general supervisory body—the Committee on Advanced Placement—listed on the inside of the front cover. The College Board itself, which was founded in 1900, is a nonprofit membership association composed of colleges and universities, schools, and educational associations.

In its operation of the Advanced Placement Program, the College Board has the help of Educational Testing Service, an independent, nonprofit agency with headquarters in Princeton, New Jersey. Educational Testing Service provides and grades the examinations, as well as offers administrative services involved in the Program.

Examinations are given

Thirteen Advanced Placement Examinations, based upon the courses discussed in the *Advanced Placement Program: Course Descriptions,* are offered—English, American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Each examination is prepared by a committee

of five teachers, three from colleges and two from secondary schools, with the assistance of testing specialists on the Educational Testing Service staff. The members of these committees of examiners are appointed by the College Board.

Students are allowed three hours to complete each examination. Essay questions predominate, but they are supplemented in some of the examinations by objective questions. Each modern language examination includes a listening comprehension section that uses tape recordings to test the student's ability to understand the spoken language. Those parts of the May 1961 examinations that consisted of questions of the essay type may be purchased in sets (see page 19).

Since these examinations are based on college-level courses, students who have not had special preparation beyond regular secondary school work are cautioned not to take them unless advised to do so by their teachers.

Grading done by committees

A committee of readers for each examination grades the essay portions of the examination papers in June. Composed of teachers from schools and colleges throughout the country, these committees are appointed by Educational Testing Service. The chief reader for each subject is also a member of the examining committee for that subject, to insure easy communication between the groups writing and grading the examination.

Examination papers are graded on the following five-point scale: 5—high honors, 4—honors, 3—good, 2—credit, 1—no credit.

Colleges and schools told results

The materials supporting a candidate's request for credit and placement are sent only to the college that he is entering. These materials, which are received in July by the college, include a School Report which gives a description of the advanced course or courses taken, the course grades, and the school recommendation regarding college credit or placement. The college also receives an Advanced Placement Examination Report which includes examination questions, the student's paper, the grade given him by the reading committee, and interpretive information on examination grades.

Since colleges have reported a number of cases in which students did not receive advanced placement or credit because they failed to apply for them, the College Board hopes that schools will urge students who have done well on the examinations to seek credit and proper course placement. Advanced Placement grades will be sent to schools on September 1. Any school that would like to receive the examination grades before then, however, may request them after they have been released to colleges in July.

Enrichment or acceleration

Most Advanced Placement students to date have taken college-level courses in school in only one or two subjects. Very few, therefore, plan to finish college in less than four years. They have enriched rather than accelerated their educational programs in both school and college.

It is possible, however, for some students actually to shorten their college careers. The number of such students is likely to be small, for they will have begun their acceleration as very able performers in three or more college-level courses in school. Most of them will go on to do graduate work.

Reports from individual colleges indicate that Advanced Placement students have done very well academically. It is worth noting that these students have also maintained an above-average level of extracurricular activities in school and college.

The College Board has received much favorable testimony about these students from both colleges and schools. Research on their performance and other aspects of the Program is planned for the coming years, as the number of students and institutions interested in the Program continues to increase.

Given in the following table are the growing numbers of schools, students, and colleges participating in the Program over the last six years.

Year	*Schools*	*Students taking examinations*	*Examinations taken*	*Colleges*
1955-56	104	1,229	2,199	130
1956-57	212	2,068	3,772	201
1957-58	355	3,715	6,800	279
1958-59	560	5,862	8,265	391
1959-60	890	10,531	14,158	567
1960-61	1,126	13,283	17,603	617

Schools and colleges confer

Nine Advanced Placement conferences were held late in June 1961. These conferences, similar to

those of preceding years, were given to further the Program's aims of developing communication between school and college and improving the work done in both places. The conference participants included school and college teachers and administrators who are interested in the Program, as well as members of the committees of examiners and readers for the examinations.

The 1961 conferences were organized according to the following fields of interest and met at the following institutions: for administrators and biology, University of Oregon; chemistry, Colorado State University; English (eastern conference), Duke University; English (western conference), Occidental College; foreign languages, University of Washington; history, Carnegie Institute of Technology; mathematics, University of Kansas; physics, Kent State University.

Dates and locations of the June 1962 conferences will be published, along with information on how to register for them, in the *College Board News*. This newsletter contains Advanced Placement Program information in addition to general news of the College Board. It will be sent regularly on request, which should be addressed to: College Entrance Examination Board, Post Office Box 592, Princeton, N. J.

THE ROLE OF SCHOOLS

How a school begins

The Advanced Placement Program begins in a school when college-level courses are given to able and ambitious students. A school that wishes to undertake such advanced work does not need to secure permission to do so, but it should be sure that it understands the Program. Teachers who set up college-level courses should read the course descriptions in the publication, *Advanced Placement Program: Course Descriptions.* They are also advised to get in touch with other teachers whose schools offer advanced work and with the appropriate departments in the colleges that many of their students customarily enter. In addition, teachers are encouraged to write to the Director at the address on page 20 for any assistance he may be able to give.

Most secondary schools will not find it easy to institute Advanced Placement work. In establishing the courses, each school should be guided by its own aspirations and resources. Particular strengths and individual circumstances should be determined. Among the considerations will be: gaining community support, selecting the stu-

dents, staffing the courses, and providing additional resources that may be needed.

Gaining community support

An almost essential condition to the establishment of a program of advanced courses is community support. Without understanding and tangible help from the community, and this includes state education departments and neighboring colleges, the best intentions and the strongest efforts of the teachers and administrators are handicapped, if not defeated. Parents, the school board, and the interested public should share with the staff and the students knowledge of the purposes of such a program, a belief in its importance, and responsibility for its successful operation. One significant achievement of these programs has been the development of parent-community interest not only in the school and the level of work it is doing but in the way that the work is being done. Through attention of this kind all types of problems—scheduling, for example—become understandable to parents, and the many operating details of administration can be appreciated.

Selecting the students

The Advanced Placement Program is, above all else, a plan to encourage schools and colleges to provide able and ambitious students with work that is commensurate with their abilities. In describing the Program, interested persons have made reference to "gifted," "outstanding," and

"superior" students. We really understand very little about what makes a student "outstanding." For this reason, and because we can be sure we are not tapping all of our intellectual resources, we should recognize and remember that we do not know how far down the scale we can go. Or, to say it another way, we do not know how good a "normal" student can be scholastically.

Perhaps too much emphasis has been put on the IQ and the word "gifted." People who have watched the courses in action and know the students well say that motivation, desire, persistence, and a disposition to do hard work are at least as important as a high IQ. Certainly students admitted to Advanced Placement courses should be carefully selected. It may be advisable to use a check-list such as the following when screening students: Is he a volunteer who is interested, willing, and able to extend himself? Do his parents approve of his taking the courses? Is his past record good enough? Does he have the recommendations of his former teachers? And has he been interviewed by the teacher and found acceptable by him? There are, of course, other factors which should be considered — among them health and emotional stability.

The best results have been achieved with small classes. In fact, if there are not enough students to make a class it is possible to prepare individuals for the examinations through planned tutorial work, extra reading, and careful direction. There is ample evidence of success in schools which have very few advanced students to suggest that the introduction of advanced work is always rewarding. Just as one advanced course

has a salutary effect on a school curriculum, even one student working to his best capacity serves as a stimulus and an example to others.

It is worth mentioning here that although, for the most part, advanced courses are most pertinent to college placement or credit when taken in the senior year, the same type of ability grouping is not only desirable but essential before then in such subjects as mathematics and language—if the senior-year work is really to be at the college level. An ideal place to prepare for advanced courses is in junior high school or in the tenth grade.

Staffing the courses

Teachers who decide to teach Advanced Placement courses must be, like their students, able and ambitious. They will find the work demanding and the rewards very great. Again and again there are reports that teaching such classes brings excitement and personal satisfaction. Every report has indicated that the results are more than worth the effort. However, administrators, possibly even more than teachers, must realize that advanced courses normally require extra preparation. There will be oral reports, extra papers, and extra periodic examinations to grade, and in some cases additional clerical help may be necessary.

The teacher should be encouraged to communicate with colleagues in schools that have advanced courses and with colleges that practice advanced placement. With their help he can design the courses and obtain information on course content, college texts, and laboratory

manuals. In addition to these very helpful person-to-person exchanges, the school and college conferences sponsored by the Advanced Placement Program each spring have been characterized by teachers as a great stimulus to their work. Meeting together to discuss matters and problems of mutual interest, school and college teachers have been able to reassess, reorganize, and revitalize the subject matter covered in advanced courses. It is to be hoped that the school will make every effort to permit its teachers to attend these conferences. For in this matter, as in others connected with introducing advanced courses, the teachers will need the understanding and help of the school's administrative officers. As a simple rule of thumb, it can be said that if there is a clear recognition by school administrators that it is desirable for teachers to receive time compensation for the extra work spent instructing able students, the school has taken a major step toward successful establishment of advanced courses.

Providing additional equipment

In appraising its resources before undertaking advanced courses, a school may decide that it has a sufficiently good library in the subjects of history or English literature, or that the community library will meet the needs in these or some other field. Through choice or chance or the cultural climate of the community, outside organizations may have shown their interest by making available books, laboratory equipment, or other facilities. On the other hand, a school

may have few of these things and little money to buy them. Here there is nothing to say except that it is the job of the school and the community to work together in getting whatever is essential to the courses they wish to establish.

Administering the examinations

In 1962, the examinations will be given during the week of May 14 to May 18 by schools throughout the country. Schools outside the United States that arrange to do so may also administer the examinations. Most students will take the examinations in their own schools; some, whose schools will not be giving the examinations, will take them in local participating schools. Students who are unable to make these arrangements may write to the address given on the inside back cover. Candidate fees for examinations given in the schools are $5 for registration and $10 for the examination in each subject and will be collected by the school. Of the total fees collected, the school retains $5 for each test session plus $1 for each examination it has given. The amount retained by the school is intended to help cover costs in giving the examinations and as an honorarium.

For those students who cannot take the examinations at a nearby school, the examinations will be given at special centers for an additional special administration fee of $10 per examination.

Schools will be asked to complete a School Participation Form and to return it by December 8, 1961 if they expect to give Advanced Place-

ment Examinations the following spring. Each school that returns a completed School Participation Form will routinely be sent copies of the booklet, *Information for Coordinators.*

Soon after, each Coordinator will receive a School Estimate Form. On it he will be asked to provide estimates of the number of Advanced Placement candidates and the number of examinations he anticipates for the coming spring. Copies of the *Bulletin for Students* will be sent to the school on the basis of his estimate.

In March, participating schools will receive a Test Order Form, which will have to be returned by April 18, 1962. A summary of these and other administrative details is given on the inside back cover.

THE ROLE OF COLLEGES

College policies vary

In the fall of 1960, Advanced Placement Examination results were sent to 567 colleges. The largest group of candidates (more than 500) registered at Harvard, and of this group approximately 100 were offered sophomore standing. At the other extreme were many colleges that received only one or two Advanced Placement candidates.

College policies on the awarding of credit vary widely. Some, like the College of Literature, Science, and the Arts at the University of Michigan, award credit for examination scores of 3, 4, and 5 and refer scores of 2 to the departments concerned for individual evaluation. Other colleges grant placement only and still others, although they are hard to find, give neither placement nor credit. It is not easy to summarize college policies toward the Advanced Placement Program because not only do some colleges within universities differ but even some departments within colleges vary. Moreover, the policies that control college actions are changing quickly as the number of candidates increases and as col-

leges become familiar with the standards and workings of the Program.

The safest generalization is this: Colleges that have had the most to do with the Program—the ones that have received the most Advanced Placement students – are the most liberal in awarding credit.

The Advanced Placement Committee is proud of the fact that more than one-fourth of our nation's colleges and universities are using the Program to place and credit able young men and women. The Committee also appreciates the fact that many of the colleges with the most rigorous standards are enthusiastic participants. Nevertheless, it is still true that too many of our colleges have not taken a clear stand on the Program. Further, not enough are working with secondary schools through advanced placement, and in other ways, to stimulate the gifted and to establish standards in which we can take pride.

It is significant that colleges which have enabled outstanding school teachers and students to fly by the nets of regimentation have reaped a disproportionate share of the benefits of the Program. But what is more important, by encouraging secondary schools to offer college-level courses they have strengthened our entire educational system.

Certain colleges have been willing to accept the premises of the Program but still limit the award of credit. The Advanced Placement Committee urges these colleges, when comparing the records of students, to require that Advanced Placement candidates meet standards that are

fully as high but no higher than those met by their own freshmen.

Colleges inexperienced in the Program can learn about it easily by examining sample copies of the tests, by attending the Advanced Placement conferences, and by consulting their colleagues and the Director of the Program.

The ultimate justification for awarding credit to Advanced Placement students lies in their performance in sophomore courses. Every report received by the College Board indicates that these students do at least as well as, and frequently better than, the regular sophomores.

There are, of course, some problems ahead for the college that takes on the task of properly placing and crediting the Advanced Placement candidate. However, the problems are no more difficult to solve than those accepted by the school when it institutes Advanced Placement courses. And the college's obligation is at least as great.

PUBLICATIONS

The following informational publications are issued by the Advanced Placement Program and are available on request from: College Board Advanced Placement Examinations, Box 592, Princeton, New Jersey.

Advanced Placement Program: Course Descriptions. Intended primarily for teachers, this book contains descriptions of the recommended Program courses and of the examinations that are based upon them. It also includes illustrative examination questions. The book is available at a cost of $1.50. This revised edition of the former *Advanced Placement Program Syllabus* was published in June 1960. It may also be obtained from Box 27896, Los Angeles 27, California.

Essay Questions from the 1960-61 Advanced Placement Examinations. Essay questions used in the 13 examinations given in May 1961 may be purchased in sets for $1 per set. Two kinds of sets are available. One is a complete set (one each) of the examinations in all subjects; the other, eight copies of any one of the examinations. The sets do not include the multiple-choice or objective-type questions used in any of the previous Advanced Placement Examinations.

Information for Coordinators, Advanced Placement Examinations, 1961-62. Intended for teachers or administrators who have been appointed Advanced Placement Examinations Coordinators in their schools, this leaflet presents instructions on obtaining test materials, handling fees, and arranging for registration in those schools where examinations are to be administered. It is supplied without further request to schools that submit the School Participation Form.

Bulletin for Students, Advanced Placement Examinations, 1961-62. Intended primarily for students, this booklet presents information on the nature of the examinations, the examination schedule, and the reporting of scores.

Further information concerning the Advanced Placement Program may be obtained from Jack N. Arbolino, Director, Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York 27, New York.

Information may also be obtained from any College Board regional office listed below.

Midwestern: Hollace G. Roberts, Director
1840 Sheridan Road, Evanston, Illinois
Northeastern: Bernard P. Ireland, Director
475 Riverside Drive, New York 27, New York
Southern: Ben F. Cameron, Jr., Director
Sewanee, Tennessee
Western: T. Leslie MacMitchell, Director
703 Welch Road, Palo Alto, California

1961-62 examinations summary

Administration: The Advanced Placement Examinations are administered to students by their schools. In November, schools are asked to indicate their intention to give the examinations and to name an Advanced Placement Examinations Coordinator on a School Participation Form. These forms should be returned by December 8, 1961. A School Estimate Form will then be sent to Examinations Coordinators for an estimate of the number of Advanced Placement candidates and the number of examinations needed. In March, the Examinations Coordinators will receive a Test Order Form which must be returned by April 18, 1962 in order to ensure the delivery of test supplies. Part of the examination fees, which the schools will collect, will be retained to help cover school expenses and as an honorarium. Students at schools where the examinations will not be available will be referred by the College Board to schools where they will be given.

Subjects: Examinations are offered in the following subjects: English, American History, European History, French, Intermediate German, Advanced German, Latin 4, Latin 5, Spanish, Mathematics, Biology, Chemistry, and Physics.

Examination dates: May 14-18, 1962.

Candidate fees: $5 for registration plus $10 for each examination taken.

Inquiries: All correspondence concerning the examinations should be addressed to:
College Board Advanced Placement Examinations
Box 592, Princeton, New Jersey